

DOCUMENT RESUME

ED 109 481

CE 004 340

TITLE Guide for Implementing Career Education; Bingham County Developmental Career Education K-12.

INSTITUTION Bingham County Career Education, Blackfoot, Idaho.

NOTE 39p.; For related documents, see CE 004 279-81; Appendix D is not included

EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE

DESCRIPTORS Administrator Responsibility; Career Choice; *Career Education; Career Exploration; Career Planning; Decision Making; *Elementary Secondary Education; *Program Development; *Program Guides; Regional Programs; *Teaching Methods

IDENTIFIERS Idaho (Bingham County)

ABSTRACT

The guide suggests concepts and goals for career education and describes career development. It is based on an already existing career education program in Bingham County, Idaho and is intended for use in planning, developing, and implementing a program. The guide defines career education concepts and makes recommendations for implementing these concepts: career education, self-awareness, career awareness, career exploration, decision-making, career preparation, and career placement and followup. Specific suggestions are also made concerning: the responsibilities of the superintendent, principal, counselor, building coordinator, and teacher; faculty orientation programs; inservice programs; and community involvement. Appendixes provide some teaching aids for use with community resource people, field trips, and writing activities related to career education. (PR)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED109481

GUIDE FOR IMPLEMENTING
CAREER EDUCATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Bingham County Developmental
Career Education
K-12

Firth School District
Shelley School District
Aberdeen School District
Blackfoot School District
Snake River School District

Route 2 Box 249-A
Blackfoot, Idaho
83221

CE 004 340

FORWARD

Bingham County has a school population of about 9,000. Within the county are five school districts with the county seat and population center in Blackfoot. The economy of the county centers around agriculture and processing of agricultural products.

The Career Education Program functions under a multi-district board, "The Bingham County Board for Cooperative Services," with the superintendent and one trustee from each of the five school districts as members.

This guide has been developed to assist: (1) teachers in preparing and using career education units and materials, (2) counselors in providing a supportive and leadership role in career education, and (3) administrators in fulfilling their responsibility for providing in their schools an organized, relevant curriculum. The guide is designed to facilitate the integration of career activities into the local on-going curriculum. It is hoped that the guide will assist local schools in the construction and implementation of a comprehensive developmental career education program within their on-going instructional programs.

This guide is not a blueprint but is rather a tool for the local school staff to use in planning, developing, and implementing a developmental career education program. The guide provides suggested concepts and goals for career education and describes career development.

There are other resources, handbooks, and materials that contain many useful concepts and objectives which, if used in conjunction with this guide, will motivate and assist school personnel in providing more relevant experiences in the classroom.

TABLE OF CONTENTS

TITLE PAGE	
FORWARD	
TABLE OF CONTENTS	
INTRODUCTION	
DEFINING CAREER EDUCATION	1
Career Development	1
Career Education	1
Awareness	1
Self Awareness	1
Career Awareness	2
Exploration	
Career Exploration	2
Career Decision Making and Career Planning	3
Preparation	
Career Preparation	3
Career Placement and Follow-up	4
BINGHAM COUNTY MODEL FOR CAREER EDUCATION	5
BINGHAM COUNTY CAREER EDUCATION GOALS AND PROGRAM OUTCOMES . .	6
Goals	6
Program Outcomes	6
BINGHAM COUNTY CAREER EDUCATION PROGRAM	8
Responsibility for Implementation	9
Administrator (Superintendent and Principal)	9
Counselor	9
Building Career Coordinator	9
Teachers	10
Orientation	10
Inservice	11
Community Involvement	11
METHODS--HOW TO	12
How to provide self awareness	12
How to provide career awareness	12
How to provide career exploration	13
How to provide decision making	14
How to provide career planning	14
How to provide career preparation	14
How to provide career placement and follow-up	15
APPENDIX	
A. Using Community Resource People	16
B. Using Field Trips	24
C. Writing Activities for Career Education	27

INTRODUCTION

Education is subject to much criticism; students today are looking for relevancy in school and related activities. The school environment has too often been artificial, having little relevancy to the lives of students and to the "real world."

Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out.

American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

Insufficient attention has been given to learning opportunities outside of the structure of formal education which exists and is increasingly needed by both youth and adults in our society.

The answers given to such criticisms must take the form of either refutation of the criticism or constructive educational changes designed to alleviate those conditions being criticized. Career Education is one such constructive change.

CAREER DEVELOPMENT

Career Development is a personal process of growing and maturing which differs for each individual. It is fostered by experiences and information individually acquired and assimilated into one's personal life. It includes the development of self esteem, esteem for others, and development of personalized, beneficial, work values. Career Development also includes developing ability to use information and experience in making mature, rational decisions; the setting of career goals, the formulation of career plans, and the acquiring of skills for the fulfillment of the plans and achievement of the goals. Career Development assists in making work possible, meaningful, and satisfying for each individual.

Career education must be designed to assist this developmental process.

DEFINING CAREER EDUCATION

Definition: "Career Education" is the experiences and programs through which one learns about and prepares to engage in meaningful work, whether paid or unpaid, and includes:

self awareness, career awareness, career exploration, career decision-making and planning, career preparation and placement.

Career Education is not teaching different things but teaching differently! Every teacher in every grade and in every subject relates school and subject matter to life and one's future career.

Career Education should be developmental. It should begin in the home, continue in the school and involve the business--labor--industry community.

SELF AWARENESS is being aware of one's attitudes, interests, and abilities with respect to self and others.

It is a process in which an individual internalizes personal perceptions of one's characteristics--how others perceive one in the surrounding environment. This deals with what and how individuals think about their attitudes, feelings, perceptions and evaluation of themselves. How the individual views one's self is determined by one's relationship with environment from which one extracts perceptions of attitudes, feelings, and evaluations. This is one goal of career education. The acceptance and usefulness of this goal depends upon the ability and willingness of educators and parents to provide continuing assistance to students' efforts to know, accept and affirm understanding of themselves and the world of work. Students will vary in their ability to structure their self-concept in a positive way.

An awareness of one's self is first acquired in the home and develops as one grows and matures. Through self-assessment and evaluation one becomes more sophisticated in awareness of values and attitudes,

talents and abilities, limitations and physical capabilities, and begins to acquire self-understanding and self-identity which should be accompanied by self-esteem. Activities which develop awareness of self and others are most appropriate in the total curriculum during the first three or four years of school. Some self-awareness activities need to be continued through grade twelve.

Activities should include those which assist students in developing positive attitudes toward self and others, towards the world of work, and in helping students become aware of likes, dislikes, and interests. These activities should help students become not only aware of their abilities, but also their limitations and the constructive acceptance of their limitations.

The Goal in Teaching Self Awareness is Self Understanding.

CAREER AWARENESS is being aware of the wide variety of available careers; that careers can be studied as clusters, families, or individual careers; and that there are different life styles, rewards, and working conditions associated with careers. It also includes some knowledge of the education and training required; that there are different requirements for different careers.

Before entering school an individual has a limited knowledge of careers. His range of interests is narrow and his attitudes toward work are not fixed. Through career awareness activities students gain an introduction to the psychological and monetary rewards of work, positive and negative aspects of certain jobs, time requirements and life styles associated with certain occupations. Each student also becomes aware that one's career is intricately tied to one's self and public image.

Through career awareness activities in the school, students will be assisted in understanding the broad range of careers which are available to them and the community at large. Students will be aware that specific education and training are required in certain careers, and that one's social and economic environment is largely determined by success in his chosen career.

Activities which develop career awareness are appropriate in the elementary grades with the primary grades using the "Goods and Services" structure and the intermediate grades using the "Career Clusters" approach. Career awareness activities, using the cluster approach, are also appropriate in grades seven and eight as students begin to move into the exploration phase of career education.

The Goal in teaching Career Awareness is understanding of Careers and the World of Work.

CAREER EXPLORATION is orientation, investigation, observation and hands-on experiencing of selected clusters or careers. Exploring a career involves selecting a cluster, family, or specific career for in-depth study. Activities for in-depth study would begin with orientation, investigating and research, and end with observation and hands-on experiences.

Career Exploration activities should be provided during the seventh through the tenth grades with broad cluster exploration at the early junior high and more specific single cluster or specific job exploration through hands-on experiences at the early high school level.

Exploration activities, orientation, investigation and research, observation, and hands-on experience) should result in students' understanding of not only particular job characteristics, but understanding of life styles, economic factors, psychological rewards, and job satisfaction as related to particular types of careers. In addition the activities should provide a knowledge of needed Entry Level skills and a knowledge of social skills regarded as basic for employment.

Career Exploration should build on the understanding one has of self and include exploration of self in determining where one is in relation to where one wants to be in a career. Career Exploration involves some decision-making in the selection of careers to explore and carries on into determination of what one wants to be.

The Goal in Career Exploration is an In-Depth Understanding of Self-Selected Careers.

DECISION MAKING is applying information through the rational process to make a choice or decision-making is a basic part of career education and closely related to career exploration. The student should be provided experience in decision-making, first on a tentative and flexible level at the junior high school, and later at the high school, on a realistic and planning level where he comes to make realistic decisions that become increasingly irreversible, or reversible only at the expense of time, effort or money.

The planning level of decision-making would include realistic decisions on a career area, and a plan for obtaining entry level skills, employability skills, and work experience. This would include first, exploring one's self in relation to where one is and where one wants to be, and deciding on a plan for getting one's self from where he is to where he wants to be. The plan would provide for obtaining necessary entry level skills, and social and communication skills necessary for employment.

Realistic career decisions are based on self-understanding, career knowledge, and actual work experiences gained in exploring careers.

The Goal in Decision-making is selection of a Career and a plan for achieving employment in that career area.

CAREER PREPARATION is the obtaining and reinforcing of proficiency in social, communicative, computational and specific job skills which are necessary for entry into and success within a specific occupational area.

The Goal in Career Preparation is employability in a chosen career.

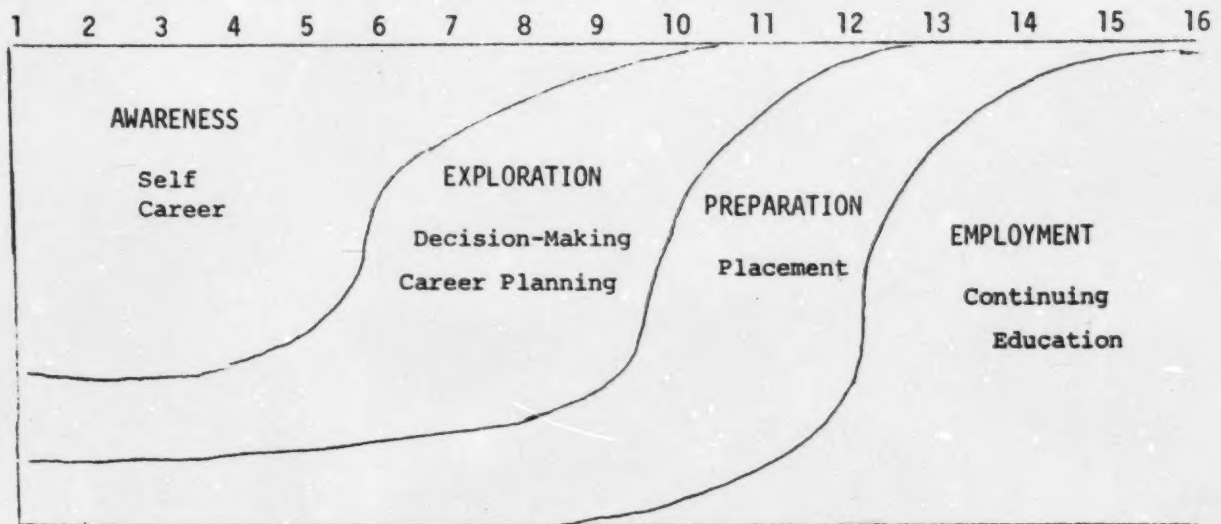
CAREER PLACEMENT AND FOLLOW-UP. Career placement is helping all exiting students to find an intermediate goal as a meaningful step toward a career. Intermediate goals may include a first job, vocational/technical training, enrollment in college, homemaking, or joining a military service.

Follow-up is keeping records of all exiting students and their post-high school career activities.

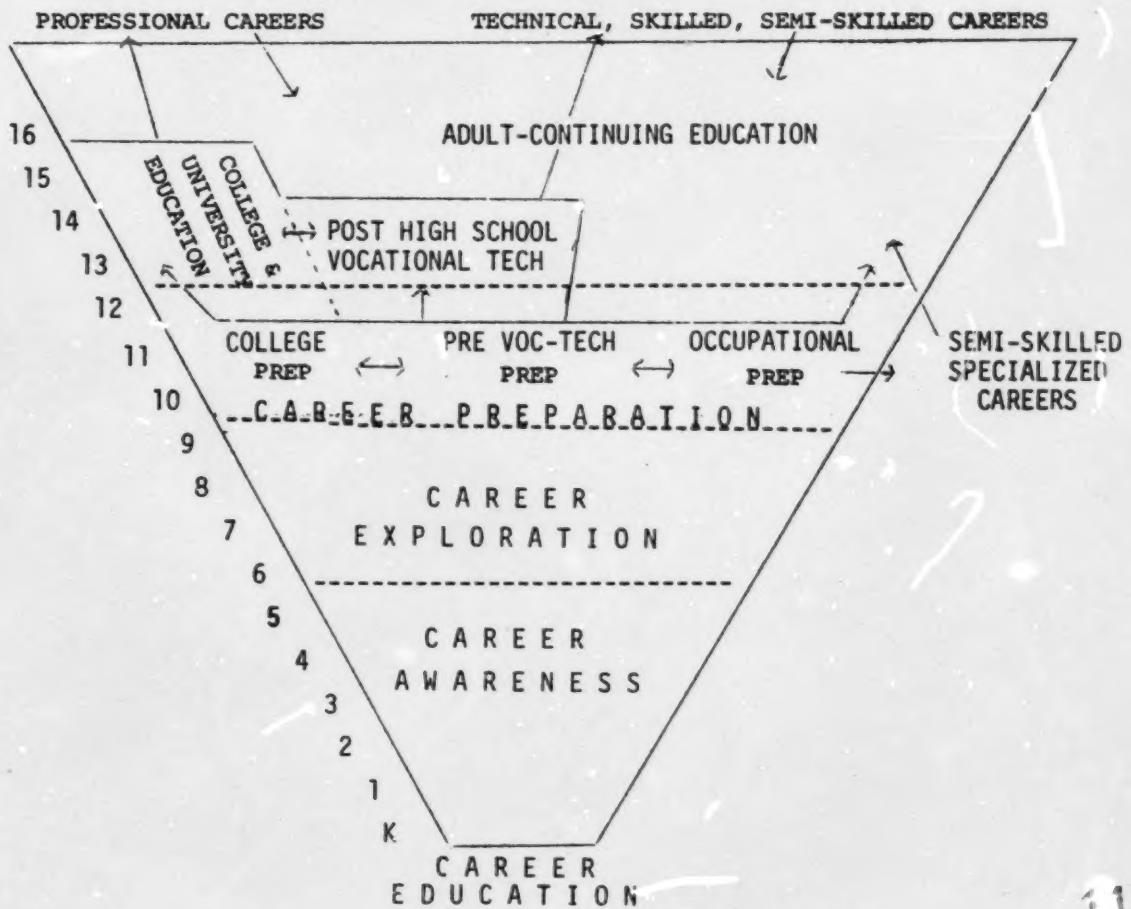
The goal in Career Placement and Follow-up is the exiting of all students to the next appropriate step in their lives. and a record of what the steps were for all students.

MODELS FOR CAREER EDUCATION

Bingham County Model



Idaho Model



BINGHAM COUNTY CAREER EDUCATION GOALS AND PROGRAM OUTCOMES

GOALS

1. To help students become aware of their personal interests, abilities and attitudes, and to develop a positive feeling about themselves.
2. To help students become aware of the various career opportunities available to them, and to develop meaningful, positive attitudes toward work.
3. To have students make rational career decisions based on understanding of self and knowledge of occupations and life styles.
4. To help students develop a career plan and to help them carry out that plan by providing appropriate career educational and preparational opportunities.
5. To assure that every student, at the time of exiting school, will receive assistance in being placed according to his/her career plan in a job, vocational training program, baccalaureate program or other viable alternatives.

PROGRAM OUTCOMES

1. Elementary students will participate in at least 3 self-awareness activities in the classroom during the school year.
2. Elementary students will participate in at least 6 career awareness activities planned and conducted by the teacher in the classroom during the school year.
3. Elementary students will participate in at least 3 classroom career awareness activities during the year where persons from the home or community (business, industry, labor, government, etc.) have presented career information.
4. Elementary students will participate in at least 2 field trips during the year to observe workers in their careers.
5. Elementary students will be involved with their parents in the home in some type of career awareness activity during the year.
6. Junior high students will participate in at least 3 self-awareness activities in the classroom during the school year.
7. Junior high students will participate in at least 2 hands-on career exploration experiences during the school year.
8. Junior high students will participate in at least 4 career exploration activities planned and conducted by the teacher in the classroom during the school year.

9. Junior high students will explore at least 1 career during the year through individual or personal discussion with a person in that career or career cluster.
10. Junior high students will participate in at least 1 field trip during the year in which they observed workers and talked to workers about their careers.
11. Junior high students will participate in at least 2 classroom career exploration activities during the year where persons from the home or community (business, industry, labor, government, etc.) have discussed their careers.
12. Grade nine students will make a tentative career choice and explore that career as indicated in #9 above.
13. Grade ten students will participate in completing and analyzing an interest inventory (Kuder Form I or similar instrument), completed three hours of career exploration activities, made a tentative or realistic career decision, and started a career plan.
14. Parents of grade ten students will assist their children in career decisions and career planning.
15. Grade eleven students will write a plan for achieving his/her career goal.
16. Grade twelve students will prepare a personal resume.
17. At least 2 special career education activities will be provided for all of the physically and mentally handicapped students enrolled in the senior high school.
18. High school students will participate in at least 3 of the following types of career exploration activities or career preparation activities during the year:

TYPES OF CAREER ACTIVITIES

(The student may do the same type of activity more than once as long as content is different.)

- a. Classroom career exploration activities provided by the teacher.
- b. Hands-on career exploration activity.
- c. Resource person from the community (business, industry, labor, government, etc.) talking to students in the classroom.
- d. Career planning with the counselor.
- e. Career exploration in PACE Center.

- f. Enrollment in a career or pre-vocational mini course.
- g. Enrollment in a vocational course.
- h. Field trip to observe and talk to workers about their careers.
- i. Work experience, work release, or cooperative work program.
- j. Meet with post-secondary, college or apprentice personnel to gain information for career planning or replanning.
- k. Aptitude testing.

19. The school system will provide at least 6 different kinds of vocational education programs for high school students.

20. All exiting students will be assisted in obtaining placement in one of the following:

- a. Employment, including
 - (1) Military service
 - (2) Homemaking
 - (3) Volunteer services or mission
- b. Post-secondary Occupational Training Program
- c. Degree-seeking Program

21. Follow-up data is available on 95% of the previous year's exiting students, and at least 75% of those exiting five years previously.

22. Job oriented and vocationally oriented students in grade twelve have met at least three times during the year with guidance personnel.

RESPONSIBILITY FOR IMPLEMENTATION

SUPERINTENDENT - shall be responsible for the total implementation of the Career Education program of the District and provide active encouragement and support of the program. The following should be provided by the Superintendent:

1. Allow sufficient time for inservice training of all staff.
2. Provide personnel, space, facilities, and materials necessary for program delivery.
3. Make provision for constant evaluation and improvement of the program.
4. Make provision for release time for field trips and hands-on experiences.

PRINCIPAL - shall be responsible for the implementation of the Career Education program in his building and provide the following:

1. Encouragement and support of Career Education.
2. Building coordinators.
3. Program for inservice training.
4. Constant evaluation and improvement of the program.

COUNSELOR - shall support and encourage administrators, faculty, staff and students in meeting the objectives of Career Education.

The Counselor should work closely with the Building Coordinator in implementing Career Education and working as a consultant and facilitator to staff, students and administrators.

BUILDING COORDINATOR - the coordinator's role is:

1. To coordinate the career instructional program in the school(s).
2. To meet during the school year with staff and principals.
3. To organize and conduct inservice workshops in the schools during the school year.
4. Complete and mail a monthly activity report to project office.

Coordinating the career program in the school will consist of:

1. Assisting the principal and teachers in planning for integrating career units with curriculum.
2. Assist teachers in integrating career activities into their on-going curriculum.
3. Coordinate career audio visual and other career materials to provide maximum usage with minimum conflict.
4. Serve as a facilitator and motivator for increasing career education in the school.

The career coordinator, preferably, should be a teacher, but in some schools the person may be the principal, or the counselor.

In schools having a counselor(s), (and the counselor is not the coordinator) the career coordinator will seek and use the services of the counselor(s) in organizing, and implementing the career inservice workshops. The career coordinator should seek all available resources

in providing a stimulating and valuable inservice program for classroom teachers. They should work closely with and under the direction of the principal in filling the coordinator role.

TEACHERS - Must realize that their responsibility lies in making each child aware of the world of work, that work is honorable and desirable.

Teachers should integrate, to the fullest extent possible, the career concepts into their instructional activities, not teaching different things but teaching differently so as to incorporate Career Education as an integral part of the curriculum. Teachers should show students the relationship between school curriculum and the world of work. In addition to the above, some teachers will be charged with:

1. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.
2. Helping students acquire job-seeking and job-getting skills.
3. Participating in the job-placement process.
4. Helping students acquire decision-making skills.

GENERAL ORIENTATION TO CAREER EDUCATION: Since career education is new to many staff members it is necessary to hold an orientation program. This program should include the following goals:

1. Develop positive attitudes toward Career Education.
2. Define elements of Career Education and identify the outcomes sought.
3. Review program development procedures.
4. Review procedures used for infusing Career Education goals into existing school programs.
5. Clarify roles for staff members.
6. Clarify program installation procedures.
7. Review program support systems.
8. Familiarize staff with program evaluation.
9. Familiarize staff with available materials and programs previously developed.

It is recommended that all staff members be involved including:

1. Administrators (Central office and building level.)
2. Classroom teachers
3. Counselors
4. Support staff (Librarians, subject-matter consultants, various specialists who assist the professional staff.)

The following workshop procedures could be used:

1. Someone should be appointed for the planning, organizing and administering of the workshop.
2. Competent outside motivational leaders should be selected.

3. Activities should be planned that involve participants in the same kinds of experiences they will provide students in career education.
4. The workshop should also provide instruction on media, resource material, and how to coordinate these materials in the providing of career education to the students.

INSERVICE PROGRAM - Following the general program orientation, a staff development program should be initiated to prepare each staff member for his specific role(s) in Career Education.

The inservice program is essential during the first year or two of implementing a career education program in a school and should continue until career education has become a part of every teacher's curriculum. It may be necessary to give teachers released time to attend inservice, or inservice instruction may be held during regularly scheduled inservice sessions. During the first year or two of a career education program, sufficient inservice sessions ought to be provided to ensure its implementation (at least seven 45-minute sessions during the first year) with the building coordinator and administrator jointly planning and organizing the sessions. Where a counselor is in the building, this person could also assist. They should look for resource people from the community, professions, business, industry, and education to participate in the inservice sessions. The main goals of inservice should be:

1. Motivate school personnel to be more active in career education.
2. Promote better community relations.
3. Provide ideas, methods and activities for curriculum.
4. To develop materials for instructional use.

COMMUNITY INVOLVEMENT - Members of the community should serve as advisory resources for career planning. They should also be called upon to come to classrooms and participate in career awareness and exploration activities. The community should also be involved in providing career observation experiences, hands-on experiences, and on-the-job work experiences either through cooperative programs or release-time programs. Industrial and business representatives as well as other community resource persons provide an excellent opportunity for achieving support for schools and education, as well as providing invaluable information and resources to students regarding job information and eventual employment.

The school has the responsibility for initiating and coordinating the relationships described above. An individual, perhaps the counselor or building coordinator, could be appointed as school-community liaison person.

METHODS

American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated has a response been made. Career Education activities are designed for integrating career education into the regular on-going curricula. The motto is Not Teaching Different Things, But Teaching Differently.

HOW TO PROVIDE SELF AWARENESS

Included in the self awareness phase of career education is the building of self-esteem in each student and esteem for others.

Self awareness can be provided students by:

1. The teacher being aware of each student in his/her room as an individual, and by developing a positive attitude toward each student.
2. The teacher helping students to be aware of their personal interests, abilities and attitudes, and to develop a positive feeling about themselves.
3. The teacher helping the student develop tolerance for self and others.
4. The teacher providing activities that will help students develop, clarify and assimilate personally meaningful sets of work values, and acquire and utilize good work habits.

(Numbers 2, 3, and 4 above can partially be achieved through the use of the DUSO Kits.)

5. The teacher devising activities, or using activities already developed by others, to involve parents and families in helping the student build esteem and being aware of self.
6. The teacher devising activities, or using activities developed by others, to involve students in experiences that will increase self-awareness (i.e. some activities already developed are: "Me," "Me, Myself and I," and "I'm Glad that I Am Me." These are activities developed by Bingham County elementary teachers.)

HOW TO PROVIDE CAREER AWARENESS

Included in the career awareness phase of career education is acquainting of students with the wide variety of occupations available in the world of work.

Career Awareness can be provided by:

1. Teachers arranging for resource persons from the home or business-labor-industry-government community to visit the classroom and present information. These people should put the emphasis on the

workers and their responsibilities, not on the product produced. (See Appendix for "Information on using resource people in the classroom.")

2. Teachers arranging field trips to observe workers on the job. (See Appendix for information on planning, conducting and following-up on career oriented field trips.)
3. Teachers utilizing career activities and career oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation. (Use activities written by Bingham County teachers.)
4. Teachers involving parents and family members in activities which acquaint the students with occupations.

HOW TO PROVIDE CAREER EXPLORATION

Career Exploration can be provided students by:

1. Teachers involving students in self-awareness activities that develop self-understanding of interests, abilities and work values.
2. Teachers providing career information, activities, and experiences in classroom that are exploratory in nature. This could include information of career clusters, job requirement information, individual research on certain self-selected careers, teaching exploratory units and activities (see Bingham County units and activities), role playing student-worker career exploration interviews.)
3. Students enrolling in hands-on career exploration courses. These include industrial arts courses, pre-vocational courses and career mini-courses.
4. Bringing community resource persons from home, business, labor, government and industry, into the classroom to talk to students about their career and work. (See Appendix A, "Using Community Resource People.")
5. Taking students on classroom field trips to observe workers in their work setting and talk to workers. (See Appendix A, "Using Community Resource People.")
6. Individual or small group career exploration field trips for observation and discussion. This is similar to a classroom career field trip except the teacher does not go with the students. Also, the student may do most of the leg-work in setting up the trip. The teacher should insure that there is proper planning, observation, and follow-up as described in the Appendix.
7. The counselor meeting with students having similar career interests in small-group career guidance sessions.
8. Students meeting with post-secondary, college, or apprentice personnel to gain information.
9. One-to-one student-worker interview on the worker's training, job responsibility, feelings toward his/her career.
10. Student enrolling in a career education mini course designed for self-understanding, career exploration, and decision making.

HOW TO PROVIDE CAREER DECISION MAKING AND PLANNING

Career decision-making and planning activities can be provided to students by:

1. Having students gather information about various occupations of interest.
2. Providing opportunities and activities in which students can clarify and identify personal values and goals.
3. Teaching the skills required for decision-making.
4. Having students complete and analyze an interest inventory (Kuder E, GIS or similar instrument).
5. Having student select one or two career clusters for career research and career exploration.
6. Having students identify an occupational area in a cluster for further career exploration.
7. Having students make a tentative career decision and initiate a career plan.
8. Parents, guidance person, and student meeting together in a career decision-making and planning session. This should be set up and conducted by the school guidance person.
9. Having students select career goals and developing a written plan for attaining the goal.

HOW TO PROVIDE CAREER PREPARATION

The Career Preparation phase brings into focus the awareness, exploration, decision-making and planning activities in which students have participated. Career Preparation includes providing students:

1. Simulated work experiences to increase the likelihood of a successful transition to the world of work. Simulated work experience may be provided in the school by having students work with the actual equipment materials and processes for a business or industry in a classroom.
2. Social competencies necessary for employment, continuation on the job, and advancement. These include: (1) the ability to work harmoniously with others and relate positively to those in authority, (2) attitudes that allow for flexibility and change and (3) willingness to follow directions.
3. Basic skills needed in every job such as the ability to (1) communicate effectively in speaking and writing, (b) solve problems, (c) manage money and (d) perform basic math computations.
4. Job-getting skills including application and interviewing techniques.
5. Skill training through vocational education courses.
6. Real work experience. This gives students opportunities to participate in work release or cooperative work program. (Work-release programs allow students to work part-days and go to school part-time usually during the junior or senior year.) Students may or may not be given credit for work release programs. Cooperative work programs usually, but not always, involve work experience under

the supervision of an instructor as part of a skills-training course. Credit is given students thus employed. Students may be paid or not paid for cooperative work experience.

HOW TO PROVIDE CAREER PLACEMENT

Schools will provide help in placement for all exiting students in a paid occupation, in further education, or in a vocation that is consistent with their current career goals.

Suggested activities for career placement:

1. Work with Employment Agency.
2. Organize Exiting Committee to implement placement of students.
3. Work with Vocational Advisory Boards.
4. Provide time and facilities for recruiting of students in job, education and military opportunities.
5. Provide services of placement through the counselors and other school personnel, by the use of names, addresses and phone numbers of prospective employers or training programs.

Advertise jobs and opportunities for training and education through the use of:

- a. Bulletin boards
- b. School bulletins
- c. Word of mouth

Suggested activities for career follow-up: Previous year data will be gathered by the following methods:

1. Parent contact
2. Student contact
3. Contacting friends
4. Previous employer contact

Contacts will be made by any practical means.

APPENDIX

Appendix A - Using Community Resource People

Appendix B - Using Field Trips

Appendix C - Writing Activities for Career Education

Appendix D - Models for Career Education

APPENDIX A

Using Community Resource People

Community resource people are a valuable tool in career awareness and career exploration programs. They can serve in three ways: (1) as speakers in the classroom, (2) as information sources and guides for field trips to places of business and industry, (3) as resource persons in a group career conference, and (4) in a one-to-one student-worker interview.

Once the teacher or counselor has determined the person they want to use as a resource person for classroom speaker, field trip, one-to-one interview, or group conference, the teacher should contact that person personally requesting assistance in the area desired. The teacher should clearly explain that the focus of the information provided to students should be about the careers - the jobs - the workers - the people, rather than the products of the business or industry. This conversation should be followed by a letter containing the following:

- thanks for their willingness to help inform students about the world of work
- the time and place of their appointment
- sample questions (optional)
- primary focus of subject should be the careers - workers - jobs rather than product. "We're interested in the people."
- any other particulars that are important

This letter should arrive about 3 to 5 days before the appointment and serve as a reminder of things discussed during the initial contact.

Teachers, counselors, and administrators are urged to become acquainted with the Bingham County Job Guide and Community Resources for Career Education as many valuable resource people are identified in this volume.

ORGANIZING FOR USING COMMUNITY RESOURCE PEOPLE

To prevent over-use of some community resource people and non-use of others who are wanting to assist in career education, a system needs to be established. In large schools or districts, it may consist of a central office that arranges for all community people, and in small districts a simple record of people used may suffice.

PREPARING STUDENTS

Through the use of community resource people the students have the opportunity to interact directly with persons in various occupations. In order to facilitate the best use of resource people, students need to have skills in asking appropriate questions.

The following lists of questions may help you, your resource people and your class get started with this important tool of communication.

One set of questions is designed for students who are learning to interview. It can also be presented to the resource person prior to the visit.

The second group of questions is designed for conducting a group or class conference with a resource person in the school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some resource people and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

QUESTIONS FOR COMMUNITY RESOURCE PEOPLE

The following questions might be used by students in interviewing community resource people in the classroom, field trip, one-to-one interviews, and group conferencing.

1. What do you do on the job? (Students are interested in how school-taught skills fit in with real work.)
2. What kind of thinking prompted you to take this job? Did others agree with your thinking?
3. What tools do you use? Is there a special way of talking about your work?
4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?
5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?
6. Who depends upon your work? Upon whom do you depend for your work?
7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?
8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day--even people who are crabby and ill-mannered?
9. What inventions could put you out of work?
10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?
11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?
12. About how much money can a man earn in this kind of work? (Under \$5,000, \$5,000 to \$10,000, over \$10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once? It is usually improper to ask a person how much money he/she makes.
13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

QUESTIONS FOR GROUP CONFERENCES

1. What schools did you attend?
2. What is your present job?
 - a. How did you get it?
 - b. How long have you worked there?
 - c. What time did you go to work this morning?
 - d. What was the first thing you did?
 - e. How long did it take?
 - f. What did you do next?
 - g. (Follow through the entire day.)
 - g. Did you do anything yesterday that was different from what you did today? Does this happen often?
 - h. What else do you do on your job?
 - i. Of all these various duties, which ones take most of your time?
3. What changes have taken place recently? Do you foresee any in the near future?
4. What things do you like most about your job? Least? Are there any hazards?
5. What is the usual starting salary in job like yours?
6. What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?
7. Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?
8. Supply and demand for workers? Outlook for the future?
Advancement?
9. Hours? Regular? Overtime? Evening? Holiday? Steady or seasonal?
10. Is there anything we should have asked? What would you like to ask us?

GROUP CONFERENCING WITH COMMUNITY RESOURCES PEOPLE

When a resource person is going to share information with a group of students in a conference setting, it might be helpful to send the person a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from someone actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences." Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind student's questions, resource persons and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy speakers (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

EVALUATING INTERVIEWING SKILLS

How do you know when students have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the student roleplay the interviewing process?
 - a. Does the "interviewer" question with a purpose?
 - b. Does the "interviewer" follow a strategy?
 - c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?
2. What products show that the student is "interviewing"?
 - a. How are the interviewed person's thoughts recorded?
 - b. How is the interview reported to others?
3. Can the student explain interviewing skills in writing?
 - a. Are the steps in interviewing set out in an orderly manner?
 - b. Can the student judge his own talents against what has been set out for the class?
4. Does the student use interviewing skills in voluntary situations?
 - a. Are ordinary encounters turned into learning situations?
 - b. Does the student seek interviewing situations?
5. Does the student read "interviews" in newspapers and magazines or watch "interviews" on television?
 - a. Does he volunteer information about media presentations that highlight interviews?
 - b. Does he share what he has experienced (seen, read or heard) with others?
6. Does the interviewed person send feedback to the teacher and/or class?
 - a. Are expressions directed to the content of the interview?
... the studies of the class?
 - b. Are expressions directed to the interviewing process?
7. Does the student express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

BUILDING INTERVIEWING SKILLS THROUGH ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Students will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside resources may be threatening to the development of tender thoughts and feelings, your warm support of the student as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Prestressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of students interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from the Project Office. At this point, however, it might be better to develop your own materials with students in your classroom.

WHAT I LEARNED FROM THE DISCUSSION
WITH A PERSON IN THE WORLD OF WORK

Name of Student _____ Date _____

1. Name of person _____

2. Career area he/she works in _____

3. What special training is required to hold this job? _____

4. Where did the person get his/her training? _____

5. What does the person like about their job? _____

6. What things does the person dislike about their job? _____

7. What interesting things did you learn about this occupation or career
area? _____

8. Do you still have questions that were not answered during this discussion?
If so, what are they? _____

B

Using Field Trips to Promote Career
Awareness and Exploration

USING FIELDTrips TO PROMOTE CAREER AWARENESS AND EXPLORATION

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. Add to and clarify information by seeing and feeling things you read and talk about.
2. Learn to interview workers and observe how people work together.
3. See how adults carry out their responsibilities.
4. Correlate skills and other curricular areas with experience in meaningful situations.
5. Give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

Through field trip experiences the student will:

- a. observe the occupational diversity within the industry or business visited.
- b. observe and be able to identify jobs relating to people or things within the world of work.
- c. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.
- d. observe the dignity of work within a variety of occupational and economic roles.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. Within the school itself to get acquainted with the personnel and jobs they do.
2. In the school neighborhood to sharpen observation of the student's immediate environment and neighborhood workers.
3. To another school to exchange experiences or to orient a group to another school situation.
4. Outside of the immediate school neighborhood to explore the world of work.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads students and their families to explore new areas of interest related to the working world. A new interest may develop into a new topic of study for the class.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM?

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. See if questions were answered.
2. Decide if the plans they made were satisfactory.
3. Note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences:

1. Gather more information to answer new questions that arose as a result of the new experience.
 - a. review some of the materials used and search for new materials.
 - b. look up articles on careers or industries in books at school, at home, and at the public library.
2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning visible.
 - a. write thank you letters, letters for additional information, stories, poems, reports, booklets.
 - b. organize reports for the class, for other groups in the school, for parents.
 - c. create songs and dramatic plays.
 - d. make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the students' increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

APPENDIX C

Writing Activities for Career Education

Following are two format variations for activities. The first is a more sophisticated model, containing behavioral objectives. The second example is generally a one-page, simple format consisting of brief information for conducting one career activity. Following these two examples are some ideas and statements for developing career activities.

EXAMPLE I

NAME OF UNIT _____

GRADE _____ PHASE _____

PURPOSE _____

BEHAVIOR OBJECTIVE(S) _____

METHODS, PROCEDURES AND ACTIVITIES _____

RESOURCES (BOOK, PEOPLE, FILMS, STRIPS AND MISCELLANEOUS) _____

NOTE: This sample unit has been condensed somewhat from the original.

VERBAL COMMUNICATION

GRADE 11-12

PHASE: Preparation

PURPOSE

To help students realize that spoken communication is vital to acquire and hold a position in the world of work, and to learn to communicate more effectively.

BEHAVIOR OBJECTIVES

1. Each student, grade 11 or 12, will tell the class about his or her career choice using tools or materials, if applicable. Each presentation will be evaluated by the other class members as to interest, preparation, and clarity.

METHODS, PROCEDURES, AND ACTIVITIES

In the speech class students will prepare and give an informal speech on the career of his choice, with each listener evaluating the speech using the standard evaluation form. The teacher will assist students in the preparation of the speech if help is needed.

RESOURCES

Books

Values and Teaching, Harman & Simon, Charles E. Merrill Book, Columbus.

Films

"You and Your Career" Employment Security Agency, State of Idaho.

EXAMPLE II

NAME OF UNIT

GRADE _____ PHASE _____

PURPOSE _____

MATERIALS NEEDED _____

LESSON CAPSULE _____

RESOURCES _____

26

JOBS FROM A-Z

GRADE 3

PHASE: Awareness

PURPOSE

To reach the children an awareness of the many kinds of jobs that are available. Also to help teach the children alphabetical order by naming all the jobs they can think of that start with each letter of the alphabet, beginning with the letter A, then B, etc.

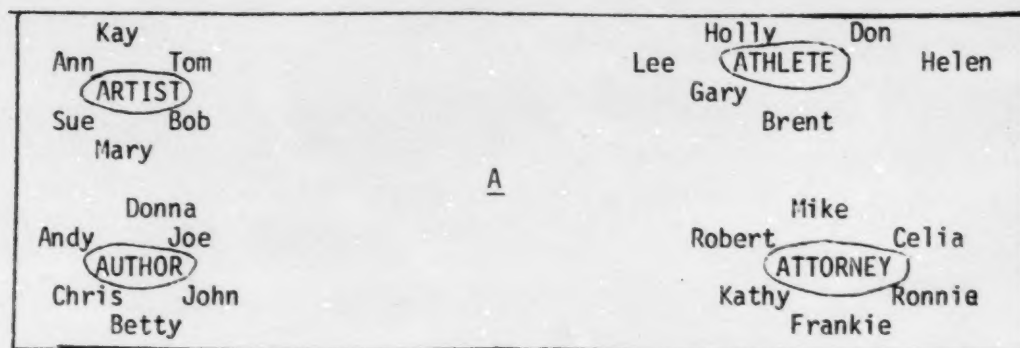
MATERIALS

Magazines for finding pictures suitable for each job; art materials for drawing pictures of the jobs not found in magazines. Tags with your children's names on them.

LESSON CAPSULE

Have your class do this as a group bulletin board project. Let the children think of all the jobs that begin with each letter of the alphabet. For example, the letter A: accountant, acrobat, adjutant general, admiral, aerialist, airline hostess, airplane pilot, ambassador, ambulance driver, analyst, anesthesiologist, animal trainer, anthropologist, apothecary, archaeologist, architect, artist, assyriologist, astronaut, astrophysicist, athlete, attorney, auctioneer, author, aviatrix. Put pictures of these jobs on the bulletin board and around each job picture put the tags with the children's names on them that want to do that particular job. Each week do a different letter of the alphabet. Bring in reading by having the children find and read to each other library books for each job. (Some books have rhymes in them for each job.)

JOBS FROM A TO A



RESOURCES

Books

Classroom Dictionaries, What Shall I Be From A-Z Nat. Dairy Council.

Films

"Helpers in our Community"

IDEAS AND STATEMENTS FOR AWARENESS ACTIVITIES

1. Goods and Services.
2. Work exists for a purpose.
3. Occupations in the community.
4. Occupations differ.
5. People differ -- why?
6. We work to meet our needs.
7. Careers can be grouped into clusters.
8. Awareness of one's abilities.
9. Being different is important.
10. There is dignity in all honorable and honest work.
11. Do we see ourselves as others see us?
12. All people are unique.
13. Relationship of career success and the welfare of the family.
14. Attitudes are important.
15. Recognize that a career should be related to individual interests and abilities.
16. Economic rewards differ according to occupation and occupational level.
17. Creating with one's hands is very satisfying.
18. Respect for all workers who help society.
19. Relationship of work to one's own economic well-being.
20. Dignity of work.
21. Different kinds of rewards people derive from their jobs.
22. We need to have self-esteem, dignity and a desire to accomplish personal goals.
23. People must work together to produce most goods and services.
24. Family, friends, and others influence our work attitudes and values.

IDEAS AND STATEMENTS FOR EXPLORATION ACTIVITIES

1. Exploring occupations with clusters.
2. Accept uniqueness of self and others.
3. Having a sense of self worth and a positive attitude towards others.
4. Explore clusters, field trips, interviews, and just talking to others.
5. Life styles in various families of jobs.
6. Using simulation to teach job interview.
7. Fringe benefits contribute to total income.
8. Exploring the relationship between work and individual needs.
9. Basic skill required in a variety of career choices.
10. Particular attitudes are needed for success in most careers.
11. Career plans that are consistant with interests.
12. Career plans that are consistant with abilities.
13. Importance of goals in life.
14. Attitudes about work, leisure and education.
15. Educational decision may have an important impact on career opportunities.
16. Importance of values.
17. Physical capabilities and limitations.
18. Choosing a career is a complex matter.
19. Honesty and reliability are necessary traits for continued employment.
20. Interviewing workers.
21. Exploratory work experience during the summer.
22. Scrapbook of information on favorite careers.
23. Working conditions.

DECISION MAKING

1. Identify careers that match interests.
2. Tentative occupational choices.
3. Guidance when asked for, not later.
4. Tentative career decisions.
5. Selecting careers that match interests.
6. Realistic occupational choice.
7. Where am I and where do I want to be?

IDEAS AND STATEMENTS FOR PREPARATION ACTIVITIES

1. Accurate self-appraisal of personal strengths and limitations are a prerequisite to making a wise career choice.
2. Our work provides fulfillment of needs, desires, and aspirations.
3. We will probably be engaged in selecting more than one gainful occupation in our lifetime.
4. Re-evaluation of career decisions.
5. The school should assist the individual in becoming a productive human being.
6. Real work experiences and simulated experiences will increase the likelihood of a successful entry into the world of work.
7. Developing social competencies necessary for employment, continuation on the job, and advancement.
8. Basic skills needed in most every career.
9. Working harmoniously with fellow workers and relating positively to those in authority.
10. Attitudes that allow for flexibility and change and taking advantage of advancement opportunities.
11. Being punctual is a habit.
12. Attitudes are also skills.
13. Basic skills: Getting along with others
Following directions
Being on time
Managing money
Addition, subtraction, multiplication and division
Problem solving
Communicating accurately
14. What jobs are available?
15. How to apply and interview for a job.
16. Realistic career choices.